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Encouraging Legislation in the Arts

FRANCIS KEPPEL

The University's Contribution to the Developing Nations

DAVID E. BELL

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—Office of Education

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Encouraging Legislation in the Arts

By FRANCIS KEPPEL*

DURING THE YEARS since the Second World War there has been a remarkable growth of interest and participation in the arts. Testimony presented during recent congressional hearings on proposed legislation to encourage the arts has focused attention on the high attendance at music, theatre, and dance performances, and the impressive number of persons visiting museums and arts centers. It has also been pointed out that the institutions of the arts—symphony orchestras, museums, theatres, dance groups, and arts councils—are coming into existence at an unprecedented rate.

This interest in the arts is by no means limited to a select few, the traditional patrons of the arts in the history of our Nation. It is a phenomenon of our time that a large part of the growth of popular interest in the arts has had its impetus in the organized support of institutions of the arts. The concept of arts councils, for example, had its beginnings in the community-service program of a nationwide voluntary organization, the Association of the Junior Leagues of America. Interest earns interest, and now numerous community service and civic organizations are instrumental in bringing new art organizations into existence—particularly museums and community arts centers—and in giving substantial volunteer and financial support to advance the programs of existing institutions of the arts.

At the community planning level we find an increased awareness of the practical value of the arts. It is generally recognized, for example, that the selection of new sites for business and industry is influenced by the availability of cultural resources. The same awareness is also influencing the planning for the renewal of the core of cities and is reflected in the inclusion of facilities for music, museums, and the theatre arts in redevelopment plans.

BUT THE STATE of the arts in America is not to be judged by the amount of public interest and participation in them. The dismaying fact is that public interest is not matched by adequate financial support. Public funds do a great deal to aid the arts in a variety of ways at the local and State level but are far from sufficient to meet the rising costs and expanded needs of each of the arts. Private support for the arts is also limited. For example, during 1962 private philanthropy from all sources including individuals, foundations, business, and charitable bequests totaled $9.3 billion, but private support for the arts amounted to less than 2 percent of this total—less than $180 million out of $9.3 billion. Yet, against this fact, the American Association of Fund-Raising Counsel has identified some $500 million currently being sought for various cultural undertakings.

Along with the financial problems, creative and performing artists and the institutions of the arts face another problem of equal seriousness: the lack of recognition of the importance of the arts in American life and education. This may be the result of a practical turn of mind and a focus of thinking on what appears to be more pressing issues, such as national defense and the problems resulting from an increasingly technological and automated society. It must, however, be recognized that belief in a democratic way of life is tantamount to belief in the validity of creative expression. The time has come when the values of the arts which are vital in a free society must be reconciled with the more generally recognized needs which are basic to the national welfare.

While the arts should be recognized for their importance in their own right rather than as means to other ends, we must not overlook the fact that the useful functions which they can fulfill in the lives of our people reinforce the need for their support and development. This fact seems particularly important in the light of the social and technological changes which are affecting us all:

1. Increased leisure time for all our citizens

*This article is the text of a statement by Francis Keppel, Commissioner of Education, U.S. Department of Health, Education, and Welfare, before the Special Subcommittee on the Arts of the Senate Committee on Labor and Public Welfare, Oct. 28, 1963.

which they will use constructively *only* if opportunities to do so are offered them.

2. An increasingly automated society causing a growing number of people to turn to the arts for the kind of satisfaction which can be found only in doing something well with one's hands.

3. The longer life expectancy, which means growing numbers of older persons in the population. Many of them can find new interests and develop latent capacities in the arts. The crafts offer especially valuable opportunities. Several education programs, including courses in crafts, have already demonstrated that many older persons can make and sell objects of quality. Quite aside from the personal pleasures they find in them, the crafts can provide a supplemental source of income for a segment of our population much in need of extra income.

THE GENERAL STATUS and health of the arts are of major concern to the Office of Education since education has a responsibility which bears upon the long-range development of the arts. Education, after all, is nothing if it is not a means of preserving mankind's heritage, if it is not a vehicle for bringing the great accomplishments of the past forward into the present and into the preparation for the future. This responsibility carries with it the obligation on all associated with the schools to discover and encourage talent, which is a vital factor in the development of creative artists. Further, it carries an obligation to provide sound education for the vast majority of persons who will never become artists but who, if properly educated, will find the arts a meaningful part of their lives and who in the last analysis will form the audiences of the future.

At present education in the arts faces some of the problems which have already been mentioned—for example, a lack of status and recognition of values. There is a general awareness of the disproportionate emphasis on the teaching of science and "solid" subjects at all levels. This gains emphasis in the light of these facts revealed by a recent study conducted by the National Education Association: the time devoted to music and art has increased somewhat during recent years at both the elementary and the secondary level, but in 46.4 percent of the schools queried no students were enrolled in art; in those schools offering art, only about 15 percent of all students enrolled in grades 10 to 12 were taking art courses.

A second study done recently at the University of Minnesota to determine changes in art education since 1957 revealed some of the reasons for decreases in enrollment in art education at the secondary level. The study found that enrollment has decreased for these reasons:

1. *College entrance requirements.*—It is generally assumed that colleges do not require high school credit in art for entrance and that they have increased the number of high school units they require in mathematics, science, and foreign languages. College preparatory students are discouraged from taking art and enroll in the subjects listed.

2. *Scheduling practices in the high school.*—Art courses are often scheduled at the same time as major or required courses. Furthermore, the necessity for double periods for art makes scheduling with other subjects very difficult.

3. *Counseling procedures affecting the student's high school program.*—Some counselors, under pressure to prepare students for college boards, direct students away from art courses and toward "solid" subjects.

The Minnesota findings also suggest that current educational practices make it difficult for the 60–65 percent of the school population which progresses no further than high school to have instruction in art at the highest level of formal education.

Of course, we as a Nation are committed to the proposition that our young people should have the opportunity to achieve a college education if that is their desire and if they have the ability to profit from it. In the furious drive for college admission I hope we shall never come to equate education solely with preparation in science, mathematics, and foreign languages. In this connection I think that some thoughts of Louis Wechsler, principal of New York City's High School of Music and Art, are well worth pondering here:

> In our affluent industrial and technological society, the fine arts are not to be regarded as "frills." They are an integral part of our economic, political, and social life.
>
> Properly taught they are intellectual and emotional disciplines of a higher order. In their philosophical, historical, analytical,

(Continued on page 20)

The University's Contribution to the Developing Nations

By DAVID E. BELL*

THE NATIONAL COMMITMENT to the developing nations requires more—much more—than effort by government. The Agency for International Development is, in a very real sense, simply the governmental expression of the national determination to extend a helping hand to less-developed societies struggling against great odds to modernize their societies. As such, we in AID are engaged in mobilizing the talents and competence that exist throughout the American society, and channeling them to the task of assisting in the building of nations.

Our colleges and universities are plainly a great reservoir of such talent, skill, and determination. In the past decade the colleges and universities have been valued partners in the foreign assistance program. This partnership must be expanded and strengthened in the years ahead. Perhaps no other group in our society gives so much, or has so much to give, as the academic community. Michigan State University, for example, has pioneered in the provision of technical assistance to AID and its predecessor agencies. Under the able leadership of President John Hannah, several dozens of MSU faculty members have worked in the developing countries over the past decade in helping build the kinds of educational systems required by a modernizing society. In assuming a national responsibility, MSU and other universities like it have given major support to the foreign assistance program and have at the same time enriched their own teaching and research programs with fresh insight and new knowledge.

I doubt if there are many persons, even from universities with AID contracts, who realize the full extent of AID's reliance on the university community. The first university contract was signed in 1953. Under that contract Oklahoma State University committed itself to help develop a modern system of agricultural education in Ethiopia. Since then, the contract system has grown steadily to embrace more programs, more U.S. universities, and more countries.

At present, 69 universities are engaged in technical cooperation efforts abroad in 37 countries. AID has currently committed about $136 million in support of university contracts. The sheer variety of programs is also impressive. As illustration, Stanford University is helping Peru build a program in business administration; Colorado School of Mines is working with a technical university in Turkey to develop metallurgical engineering; the University of Connecticut is at work in Northern Rhodesia in education and agriculture; Michigan State University is responsible for a regional education center serving all of Central America; nine universities in association have undertaken the ambitious task of developing a new technical university in India. The principal fields of activity are: education, agriculture, engineering, business administration, public administration, and medicine—fields which provide the specialized manpower essential to the developing nations.

No two contracts are alike In each case, the assignment is a highly specialized one which is tailored to the local situation. AID, with university help, is starting new programs within established universities, modernizing academic programs in others, and in a few instances helping create new institutions. In all countries our objective is the same: the building of modern educational systems which better equip that society to meet its own pressing need for highly specialized manpower. We are—and this I emphasize very strongly—not primarily engaged in the export of American know-

*David E. Bell is the administrator of the Agency for International Development. This article is the text of an address which he delivered at the Education and World Affairs Conference at Michigan State University, East Lansing, Mich., on Oct. 11, 1963.

how, but rather in the development of local institutions which have roots in the society they serve and will help that society meet its needs now and in the future.

WHAT does the record show? After nearly a decade of growing university involvement, what can fairly be claimed? These are significant achievements:

First, AID and its predecessor agencies have tapped many of the strongest U.S. universities for overseas service. The list includes many of the leading land-grant universities, some of our best State universities, and a creditable number of the private universities. The response of the academic community, in short, has been impressive.

Second, the university contract arrangement has brought to the campuses of the United States new ideas, new perspectives—a true and valuable broadening of the experience of hundreds of faculty members and university administrators.

Third, there is a solid record of tasks accomplished. The Indonesian medical schools are stronger because of our help; modern programs of business and public administration have been successfully planted in some of the Brazilian universities; a new agricultural experiment station exists in Sierra Leone; at Makerere College in Uganda a teacher training program of great potential is taking shape. We could cite a very long list of successes around the world, and nothing I say is intended to obscure that fact.

However, in my judgment, we all should ask ourselves whether we should not lift our sights. Both from the standpoint of the universities and of the Government it seems to me time to make a searching reappraisal of what we are in fact doing and what we can and should do better. I believe, for example, that we in AID are very far from tapping the full energies and talents of the colleges and universities. Moreover, we have yet to develop the kinds of arrangements which strengthen the universities and enable them—and us—to do a better job for the long pull. This is why, earlier this year, we asked John Gardner of the Carnegie Corporation to head a Task Force on AID-University Relationships. That group is taking a fresh look at AID-university relationships, and we look to Mr. Gardner for recommendations for improvements which will serve the interests both of the universities and of the Government.

Let me mention here several of the issues that are high on the agenda of the Gardner Committee.

First, what can be done to ensure that the universities involved in AID programs are strengthened in their essential tasks of teaching, research, and service?

There is no real assurance now that an AID contract will strengthen the contracting university. Frank Bowles, in a recent address to the American Council on Education, had this to say about the use of universities as a technical resource by Government agencies such as AID: "They are not used as universities but are necessarily employed piecemeal—a school of librarianship here, a public administration program there, agriculture somewhere else. In piecemeal operations they rarely command the best administrative talent, or the best teachers from the parent institution. In fact, too often the overseas operation is staffed by men recruited for the purpose, not members of the faculty, very often men who are retired from other institutions, while the regular staff and organization of the university are untouched by the overseas undertaking."

The criticism may be too harsh—I think it is—but Mr. Bowles is dealing with real issues which cannot be ducked. A university which accepts a contract, if it is to do an effective job, must undertake real responsibility, involving a true commitment of the time of its own faculty and its own administration. By the same token, it will not do for the Government to regard universities simply as contractors who make available specialized talent.

In the long pull, Federal programs must be so structured that they add to the capability of the cooperating university. I do not know what methods may be found to meet this need, but there is no question in my mind that we must find such methods if the universities are to play a full and appropriate role in the effort to build free institutions—and free nations—around the world.

Second, how far can we move in the direction of bringing the universities into AID programs at earlier stages and for more ambitious assignments? Plainly AID should not think of its relationships with universities in terms of defining an assignment and then searching for a suitable contractor. In those areas of AID's activities where a university contract is appropriate, it is plainly desirable to enlist the special talents of the universities at an early stage, that is, in the diagnosis of the problems they are expected to tackle, and the development of programs to meet

those problems. Moreover, we may well have been thinking of "projects" in too narrow and circumscribed a sense. In some cases at least it may be that instead of trying to upgrade a part of a university we should seek to modernize the university in its entirety.

At the same time it is clear that in designing and managing programs AID and its field missions cannot abdicate their basic accountability to the President and the Congress. In the accommodation of these interests there is abundant room for ingenuity and innovation.

Third, how do the universities and AID cooperatively develop a better method for selecting a university for a given assignment? AID is extremely anxious to pick the right university for the task at hand. This is not an easy matter. Obviously, AID cannot simply put assignments up for competitive bid. Equally obviously, this is much too important a matter to be left to chance encounters or haphazard selection processes.

Here we should be able to learn more than we have learned from our own experience and that of the private foundations and of other Government agencies. Whatever we do, it is essential that we build on existing institutional capability. Even the strongest universities cannot do everything equally well. How many "centers of excellence" in Latin American affairs, for example, can the nation justify? One idea that plainly needs exploration is that AID, in concert with other interested Federal agencies, might invest in certain institutions so that their capability to undertake assignments for Federal agencies would be steadily strengthened.

The small university and the liberal arts college pose a special problem. It will not do to bypass these institutions because no single one is able to staff an overseas operation. A group of universities may be able to do what no one university or college can do by itself. The solution may be to encourage the use of groups or associations of universities. I realize that the use of groups raises the spectre of red tape and administrative complications. But surely these problems can be minimized. To bypass the smaller institutions strikes me as indefensible.

Fourth, how can we do a better job of profiting from experience, of building the results of past experience into the technical assistance program? We now have a substantial body of experience with university contracts. Yet one has the impression that many problems are being approached as if no one had faced them before. This is not good enough. The task of institution-building is delicate, complex, and hazardous. It involves changing the beliefs and attitudes of others—and changing some of our own in the process! We cannot excuse ourselves if we do not learn from our own successes and failures, and steadily improve our own performance in the future.

Here AID and the universities share a responsibility and an opportunity. If a system of evaluation is built into the contract, it ought to be possible not only to evaluate efforts as we go but to learn as we go. I believe this will require significant changes in the way AID approaches the university contract, and in the way many universities think of their responsibilities under the contract.

Lastly, how can we enlarge the pool of competent people with the necessary professional and personal skills for "overseas-manship"—and how can AID, along with other agencies, find better ways to tap that pool, to find the right person for the job, and do it quickly? We have not found enough Americans with the right combination of training and experience to staff all our present commitments. Moreover our present methods of matching men and jobs are inadequate. Hit or miss recruitment will not do.

THIS is no rhetorical plea for "better people" (I once heard a Kansas farmer say "all this country needs is more rain and better people"). It is in part a suggestion for better training. A decade of hard experience attests to the fact that the overseas American can profit greatly from advance preparation. The good engineering professor in a U.S. university is not necessarily a good engineering professor in an overseas university. The well-prepared and successful dean of a U.S. college of education does not always succeed as an education adviser overseas. Good intentions are not enough. New and unfamiliar demands are made on the overseas American. He functions, in the jargon of the sociologists, as a "change agent." He no longer simply does a task; his job is to change attitudes and even behavior—no mean task in any culture and an especially difficult task in strange surroundings and an unfamiliar culture. (Given the large obstacles, it's a miracle that so many overseas Americans do as well as they do!)

Our universities can do a great deal in preparing Americans for better performance in overseas assignments. Language and area studies suggest one approach; the intensive 3-month programs which universities have designed for the Peace Corps suggest another approach. However, short-term orientation programs designed to sensitize the overseas American to the culture in which he will work, and give him a good start at mastery of the language, are not enough. If the United States is to meet its many international commitments in the years ahead, an international dimension must be consciously built into the structure of the university, into the departments of economics and political science, into the professional schools of law, business administration, medicine, education. It can be done; in fact there now exist at a number of universities promising efforts which point the way.

There is new, hard knowledge about the developmental process emerging in our universities. And this new knowledge is forcing major shifts in curriculums.

It will do little good to enlarge the pool of persons who plan to work overseas, at least for a part of their lives, unless at the same time we find better ways of identifying and recruiting such people. One of the AID regional bureaus recently prepared a list of field positions which have been vacant for over 6 months. The implication was that we should go slow in developing projects where staffing proved so difficult because of acute shortages in these specialties in the labor market. The list included jobs such as agriculture credit adviser, livestock adviser (poultry), adult education adviser, and public health physician. The competition for specialists is intense. But I myself am inclined to think that such specialists who are interested in overseas jobs can be found.

My opinion in this matter is buttressed by such facts as those revealed by the recent poll by the Association of American Medical Colleges; it revealed that about one-third of the faculty complement of the 86 schools of medicine consider themselves available for short or long-term service abroad under conditions that will protect their academic and financial status. This is very impressive; and my guess is that this high degree of interest is matched in other professions.

But I do not believe that we have anything approaching an adequate recruiting system for the professions. And this we must work on.

Finally, neither the universities nor the U.S. Government will make the best use of academic talent until we learn how to simplify the movement of professionals between the Federal agencies and the universities. The academic career ladder tends to reward those who do not step off the ladder. And the same is true—perhaps to a lesser extent—of Government. Insurance, retirement, and other fringe benefits tie the individual to the system. This is bad for the universities, bad for the U.S. Government, and bad for the profession. We need to develop ways to encourage university faculty to move freely in and out of Government assignments. Instead of two competing career systems, can we not devise more flexible combined career systems which would enable the Government to draw upon academic talent and at the same time encourage the universities to utilize the talents of professionals in Government. The obstacles are formidable. But the task needs doing.

You will see that the Gardner Task Force faces a formidable agenda. We expect a great deal from the Gardner Committee; but we do not expect miracles. In a very real sense, the issues which I have outlined here can be viewed as agenda items for the American academic community. Without your help, nothing is possible. With your help, promising new developments are possible.

I am fully persuaded that our universities *can* participate in overseas assignments in ways which enlarge their horizons and strengthen their resources.

Our universities *can* take on much more ambitious, more basic, assignments.

We *can* develop better methods of selecting universities for the assignment at hand.

We *can* do a much better job of profiting from past experience. And finally, we *can*—because we must—find ways of enlarging the pool of Americans who are qualified by special preparation for overseas service.

THE WORLD is not neatly divided into the "developed nations" and the "less-developed nations." We are all developing. And we all have much to learn from one another. We in the foreign assistance program say to the developing nations: "If you want the fruits of modern science and technology, develop the skills and talents of your people—this above all else." Can we do less for ourselves?

Opening College Enrollment, Fall 1963

By EDITH M. HUDDLESTON*

A NEW ENROLLMENT PEAK was reached in the 1963 fall term in the Nation's colleges and universities, continuing the upward trend which began in 1952. Over 4½ million students were enrolled for work which can be credited toward bachelor's or higher degrees, exceeding by 7.7 percent the number reported to the Office of Education in fall 1962.

For the first time, the annual survey of opening fall enrollment includes a separate count of students in occupational or general studies programs extending not more than 3 years beyond high school, which are not chiefly creditable toward a bachelor's degree (although some are creditable toward an associate degree). Sixty institutions, the technical institutes and semiprofessional schools which prepare for immediate employment, offer programs solely of this type. These institutions were added to the survey list this year. In addition, 507 institutions of types previously included in the survey have such programs, making a total of 567 institutions offering occupational or general studies programs. Reporting for these institutions is now adequate with the addition of enrollments in these programs of growing

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Table 1.—Opening enrollment of students in each enrollment category, by sex, type of institution, and institutional control: Aggregate United States, fall 1963

Enrollment category and type of institution	Total institutions, public and private			Publicly controlled institutions		Privately controlled institutions	
	Total	Men	Women	Men	Women	Men	Women
All students in survey (2,140 institutions)	4,800,332	2,972,344	1,827,988	1,896,846	1,193,732	1,075,498	634,256
Students taking work creditable toward a bachelor's or higher degree (2,080 institutions):							
All institutions	4,528,516	2,789,527	1,738,989	1,748,313	1,124,510	1,041,214	614,479
Full-time students	3,089,614	1,913,977	1,175,637	1,197,671	735,656	716,306	439,981
Part-time students	1,438,902	875,550	563,352	550,642	388,854	324,908	174,498
First-time students*	1,055,146	608,562	446,584	400,715	291,098	207,847	155,486
4-year institutions	3,900,710	2,401,230	1,499,480	1,398,878	920,643	1,002,352	578,837
Full-time students	2,760,721	1,708,354	1,052,367	1,022,082	642,214	686,272	410,153
Part-time students	1,139,989	692,876	447,113	376,796	278,429	316,080	168,684
First-time students*	782,029	444,738	337,291	255,702	200,527	189,036	136,764
Junior colleges	627,806	388,297	239,509	349,435	203,867	38,862	35,642
Full-time students	328,893	205,623	123,270	175,589	93,442	30,034	29,828
Part-time students	298,913	182,674	116,239	173,846	110,425	8,828	5,814
First-time students*	273,117	163,824	109,293	145,013	90,571	18,811	18,722
Students in undergraduate programs not chiefly creditable toward a bachelor's degree (567 institutions):							
All institutions	271,816	182,817	88,999	148,533	69,222	34,284	19,777
4-year institutions	52,050	36,631	15,419	25,562	8,429	11,069	6,990
Junior colleges	143,831	90,348	53,483	88,090	50,286	2,258	3,197
Technical institutes and semiprofessional schools	75,935	55,838	20,097	34,881	10,507	20,957	9,590

*First-time students taking bachelor's degree-credit work are also included in counts of all students, full time and part time, taking work creditable toward a bachelor's or higher degree.

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importance. Students in such programs numbered approximately 272,000, bringing the grand total of students reported in the survey to 4.8 million.

Table 1 shows the 1963 data for both major categories of students, with detail by institutional control (public or private), type of institution, and sex of students.

Data by full- and part-time attendance status are presented in the table for the category of students whose work is creditable toward a bachelor's or higher degree. Over two-thirds of these students were studying full-time. Not shown in the table are attendance-status data for recent years. Full-time students numbered 3,089,614 in 1963, an increase of 5.8 percent over the 1962 count of 2,921,552. Part-time students numbered 1,438,902, an increase of 12.0 percent over the 1962 count of 1,285,120.

A more detailed treatment of the data for the bachelor's or higher degree-credit students is provided in table 2, which gives total enrollments for each type of 4-year institution as well as for the junior colleges. Comparisons with 1962 data are shown for all such students, including the "first time" students, that is, freshmen taking their first college work in the fall term. First-time students constituted 23.3 percent of bachelor's or higher degree-credit students, as compared with 24.7 in 1962.

Table 2 indicates a somewhat sharper rise in enrollment for the 4-year institutions than for the junior colleges, 7.9 percent as compared with 6.0 percent. Among the 4-year institutions the greatest relative gains were in the universities and liberal arts colleges. A loss of enrollment

Table 2.—Total and first-time opening enrollment of students taking work creditable toward a bachelor's or higher degree, by type of institution and sex: Aggregate United States, fall 1963 and fall 1962

Type of institution and sex	Number of institutions, 1963	Total enrollment			Number of institutions with first-time students, 1963	First-time enrollment		
		1963	1962	Percent change		1963	1962	Percent change
All institutions	2,080	4,528,516	4,206,672	+7.7	1,948	1,055,146	1,038,620	+1.6
Men		2,789,527	2,603,072	+7.2		608,562	601,996	+1.1
Women		1,738,989	1,603,600	+8.4		446,584	436,627	+2.3
4-year institutions	1,503	3,900,710	3,614,344	+7.9	1,373	782,029	776,852	+0.7
Men		2,401,230	2,235,936	+7.4		444,738	445,042	−0.1
Women		1,499,480	1,378,408	+8.8		337,291	331,810	+1.7
Junior colleges	577	627,806	592,328	+6.0	575	273,117	261,768	+4.3
Men		388,297	367,136	+5.8		163,824	156,951	+4.4
Women		239,509	225,192	+6.4		109,293	104,817	+4.3
4-year institutions:								
Universities	146	1,905,931	1,724,905	+10.5	146	330,690	318,586	+3.8
Men		1,271,181	1,166,702	+9.0		201,294	197,816	+1.8
Women		634,750	558,203	+13.7		129,396	120,770	+7.1
Liberal arts colleges	788	1,291,734	1,190,975	+8.5	781	294,713	293,247	+0.5
Men		702,903	644,409	+9.1		154,533	153,597	+0.6
Women		588,831	546,566	+7.7		140,180	139,650	+0.4
Independently organized professional schools:								
Teachers colleges	186	436,944	445,308	−1.9	183	104,653	113,614	−7.9
Men		207,012	214,905	−3.7		49,436	54,348	−9.0
Women		229,932	230,403	−0.2		55,217	59,266	−6.8
Technological schools	57	132,756	125,398	+5.9	53	26,929	27,364	−1.6
Men		120,888	114,466	+5.6		23,946	24,155	−0.9
Women		11,868	10,932	+8.6		2,983	3,209	−7.0
Theological, religious	201	46,164	44,713	+3.2	124	8,127	7,573	+7.3
Men		35,601	34,804	+2.3		4,876	4,556	+7.0
Women		10,563	9,909	+6.6		3,251	3,017	+7.8
Schools of art	46	19,068	18,159	+5.0	44	4,062	4,067	−0.1
Men		9,134	8,724	+4.7		1,626	1,516	+7.3
Women		9,934	9,435	+5.3		2,436	2,551	−4.5
Other professional	79	68,113	64,886	+5.0	42	12,855	12,401	+3.7
Men		54,511	51,926	+5.0		9,027	9,054	−0.3
Women		13,602	12,960	+5.0		3,828	3,347	+14.4

is shown for teachers colleges, reflecting the movement of some of these institutions toward broader curriculums and their consequent reclassification—usually as liberal arts colleges. The number of teachers colleges dropped from 198 in 1962 to 186 in 1963. Enrollment gains in other types of 4-year institutions in part reflect the increases in the numbers of such institutions.

The 1963 survey covered a total of 2,080 institutions offering courses creditable toward bachelor's or higher degrees, a net gain of 37 over the 1962 total of 2,043. The 1963 total included a number of institutions newly added to Office of Education lists. In 1963 there were 4 more universities, 10 more liberal arts colleges, and 15 more theological or religious schools than in the 1962 survey.

Men and Women Students

Women students were 38.1 percent of the grand total shown in table 1. In the bachelor's or higher degree-credit category, for which trend data are available, women's enrollments represented 38.4 percent of the 1963 total, and, for the seventh consecutive year, showed a greater relative increase than did men's enrollments. However, the proportion of women has yet to regain the level it had reached before World War II (40.2 percent, see table 3).

Table 3.—Total opening enrollment of students taking work creditable toward a bachelor's or higher degree, by sex: Aggregate United States, fall 1939 and 1946–63

Fall	Total	Men	Women	Women as percent of total
1939 [1]	1,364,815	815,886	548,929	40.2
1946 [1]	2,078,095	1,417,595	660,500	31.8
1947 [1]	2,338,226	1,659,249	678,977	29.0
1948	2,408,249	1,712,283	695,966	28.9
1949	2,456,841	1,728,672	728,169	29.6
1950	2,296,592	1,569,322	727,270	31.7
1951	2,116,440	1,398,735	717,705	33.9
1952	2,148,284	1,387,094	761,190	35.4
1953	2,250,701	1,432,474	818,227	36.4
1954 [2]	2,468,596	1,575,227	893,369	36.2
1955 [2]	2,678,623	1,747,429	931,194	34.8
1956	2,946,985	1,927,863	1,019,122	34.6
1957	3,068,417	2,003,424	1,064,993	34.7
1958	3,258,556	2,110,426	1,148,130	35.2
1959	3,402,297	2,173,797	1,228,500	36.1
1960	3,610,007	2,270,640	1,339,367	37.1
1961	3,891,230	2,423,987	1,467,243	37.7
1962	4,206,672	2,603,072	1,603,600	38.1
1963	4,528,516	2,789,527	1,738,989	38.4

[1] Enrollments for 1939, 1946, and 1947 are for continental United States (contiguous States); all other enrollments are for aggregate United States. Data for 1939 and 1946 are estimates.
[2] Classification of institutions by type adjusted to agree with classification in 1956.

Publicly and Privately Controlled Institutions

Publicly controlled institutions, enrolling 3,090,578 students, accounted for 64.4 percent of the grand total of all students in the survey (table 1). Of bachelor's and higher degree-credit students, 63.4 percent were attending publicly controlled institutions; the proportion of such students in privately

Table 4.—Total opening enrollment of students taking work creditable toward a bachelor's or higher degree, in all institutions, 4-year institutions, and junior colleges, by institutional control: Aggregate United States, fall 1939, 1949, and 1957–63

Fall	Total	Public	Private	Private as percent of total
ALL INSTITUTIONS				
1939 [1]	1,364,815	726,565	638,250	46.8
1949	2,456,841	1,218,580	1,238,261	50.4
1957	3,068,417	1,780,280	1,288,137	42.0
1958	3,258,556	1,912,232	1,346,324	41.3
1959	3,402,297	2,002,868	1,399,429	41.1
1960	3,610,007	2,135,690	1,474,317	40.8
1961	3,891,230	2,351,719	1,539,511	39.6
1962	4,206,672	2,596,904	1,609,768	38.3
1963	4,528,516	2,872,823	1,655,693	36.6
4-YEAR INSTITUTIONS				
1939 [1]	1,215,461	618,814	596,647	49.1
1949	2,227,630	1,047,681	1,179,949	53.0
1957	2,698,454	1,463,489	1,234,965	45.8
1958	2,872,045	1,580,561	1,291,484	45.0
1959	2,990,802	1,645,946	1,344,856	45.0
1960	3,156,390	1,742,137	1,414,253	44.8
1961	3,370,227	1,893,423	1,476,804	43.8
1962	3,614,344	2,075,917	1,538,427	42.6
1963	3,900,710	2,319,521	1,581,189	40.5
JUNIOR COLLEGES				
1939 [1]	149,354	107,751	41,603	27.9
1949	229,211	170,899	58,312	25.4
1957	369,963	316,791	53,172	14.4
1958	386,511	331,671	54,840	14.2
1959	411,495	356,922	54,573	13.3
1960	453,617	393,553	60,064	13.2
1961	521,003	458,296	62,707	12.0
1962	592,328	520,987	71,341	12.0
1963	627,806	553,302	74,504	11.9

[1] Continental United States (contiguous States); estimated.

controlled institutions has shown a steady annual decline from 44.4 percent in 1954 to 36.6 in 1963. Data for selected years are shown in table 4.

Description of the Survey

The survey covers the aggregate United States: the 50 States, the District of Columbia, and the outlying parts.

The basic source of the institutional list for the survey was the *Education Directory 1962–63: Part 3, Higher Education.* However, almost all changes were taken into account which were to be made in the next edition of the directory (1963–64).

The 1963 survey includes undergraduate, graduate, special, and unclassified students, both in residence and at extension centers, full time and part time, day and evening. It excludes auditors; students enrolled for "short courses" or for individual lessons only; students taking courses at home by mail, radio, or TV; and students enrolled in adult education courses.

Institutional Data

Complete reports for the 2,140 institutions have been published in Circular No. 728 (OE–54003–63), *Opening Fall Enrollment in Higher Education, 1963.* The circular also includes national totals for each survey item, by control and type of institution and sex of students. Copies may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, for 40 cents each.

OFFICE OF EDUCATION *Studies* AND *Surveys*

High School Enrollment Increases

In 1963 public high schools graduated 1.7 million pupils, 71 percent of the number who entered the ninth grade 4 years earlier. Moreover, 14.4 million pupils were enrolled in high school in the 1962–63 academic year, a gain of 6.8 percent over the 1961–62 total. Enrollment in elementary schools also increased, but by only 2.2 percent, to a total of 25.8 million pupils. The greater increase in the high schools means that the population bulge resulting from the high birthrate in the postwar years has already passed through the elementary schools and is now well into the high schools and on its way to college.

These facts were gathered by the Office of Education in its tenth annual fall survey of public schools, covering enrollment, teachers, and schoolhousing. More details of the survey are reported in the January–February issue of *School Life.*

OE program notes

Cooperative Research Projects

● The University of Illinois, under terms of a $5,000 contract with the U.S. Office of Education, will study 100 students for a year in an attempt to find the causes of and the remedies for what educators call "performance anxiety," that is, the extreme nervousness and tension which often overcome students when they take examinations or speak before audiences. Lower grades in courses, higher rates of failure, and reduced effectiveness in both oral and written presentations are evidences of the adverse effects such anxiety has on many students. Many well-qualified students avoid entering fields such as teaching because of the extreme anxiety they undergo while working before groups.

The 100 students who will participate in the study are all members of classes in public speaking at the university.

If the study is successful, it could benefit not only students but other persons who have similar problems.

Gordon L. Paul, a graduate student in psychology will direct the project.

● Wayne State University, in Detroit, Mich., under terms of a 2-year $122,000 contract with the cooperative research program of the U.S. Office of Education, will try to determine how private industry in any given area can make the best possible use of the job skills of high school age students, whether they are graduates or dropouts.

The university will restrict its study to commercial office and retail occupations in the Detroit area.

Over the years jobs of this type seem to be the students' major source of employment in the area.

The answers to three questions are of primary importance in the research project: (a) What types and approximately how many commercial office and retail occupations are currently available? (b) Precisely what skills are students required to have to qualify for and hold jobs within the two categories? (c) To what extent are high schools in the area training their students to develop the required skills? How quickly, if necessary, could study curriculums be adjusted to student needs?

National Defense Education Act

Language research

THE UNIVERSITY OF COLORADO at Boulder, under contract with the U.S. Office of Education, has undertaken an extensive study of the German newspaper and literary language which should lead to the production of better teaching materials for written German. Researchers at the university are examining contemporary German writings and will compile a list of the 5,000 words which occur most frequently.

George A. C. Scherer, professor of German at the University of Colorado, is directing the project, assisted by Michael Wertheimer, professor of psychology at the university.

Work began December 8, 1963, and is to cost $18,811.

Counseling and guidance training institutes

DURING the summer of 1964 and the academic year 1964–65, the Office of Education will support a total of 64 counseling and guidance training institutes at a cost of approximately $7.25 million from funds authorized under Title V–B, National Defense Education Act.

The institutes, arranged for by contract between the U.S. Office of Education and colleges and universities, are designed to improve the qualifications of secondary school counseling and guidance officers and of secondary school teachers preparing to become counselors.

Of the 64 institutes, 25 are regular session institutes to be conducted during the academic year with a total enrollment of about 750. All students will receive a full year of training at a cost to the Government of approximately $5.53 million.

The remaining 39 institutes will be short-term summer programs and will provide instruction for nearly 1,200 counselors who have already completed an appreciable part of their training in the counseling specialty. They will cost approximately $1.72 million.

Since the beginning of the counseling and guidance training institutes program in 1959, the Office of Education has supported a total of 328 summer institutes and 88 academic year institutes with a total enrollment of 13,784.

Participants in the institutes from public secondary schools receive stipends of $75 a week and allowances of $15 a week for each dependent. Enrollees from private schools receive no stipends or dependency allowances, but attend the institutes without charge.

Approximately 60 percent of the Federal funds appropriated for these programs are used to pay stipends and the other 40 percent to cover operation costs of the institutes.

Modern foreign language institutes

THE U.S. OFFICE OF EDUCATION will support 72 language institutes at colleges and universities throughout the United States during the summer of 1964 and the 1964–65 academic year. The institutes will offer special training to about 3,600 elementary and secondary teachers of French, Spanish, Italian, German, Russian, and Chinese.

The modern foreign language institutes, which are under the National Defense Education Act, will provide teachers with intensive training in the languages, orientation to the contemporary culture of the areas where the languages are spoken, practical experience with new methods and materials used in teaching foreign languages, and an introduction to linguistics as applied to language teaching.

Over 14,000 modern foreign language teachers have participated in the institute program since its inception in 1959.

Of the 72 institutes scheduled for this year, 69 will be 6- to 9-week summer sessions and will enroll some 3,530 teachers of French, Spanish, Italian, German, Russian, and Chinese. The remaining 3 institutes which are scheduled for the 1964–65 academic year will enroll about 70 teachers of Spanish, German, and Russian.

Teachers who attend the institutes from public schools receive stipends of $75 a week and allowances of $15 a week for each dependent. Partici-

pants from private schools are not eligible for stipends and allowances but attend the institutes at no charge.

Institutes in business electronic processing

THE OFFICE of Education has set aside approximately $35,000 in National Defense Education Act funds to enable 6 institutions of higher education to train 175 teachers this summer in business electronic processing.

Applicants must be teachers of business education in public high schools or public institutions of higher education, or they must have a bachelor's degree in business education, or the equivalent experience. Applicants must be endorsed by the director of vocational education in the States in which they live. Participants will be selected from the endorsed applicants by a committee which is appointed by each of the six institutions.

More than half of the teachers who will be selected for the summer 1964 session are expected to be trainees from last year who wish to return for more advanced courses.

The deadline for applications is May 1. Tuition is free unless the student wishes to obtain college credit for his work. Each State determines whether it will pay travel and cost-of-living allowances for its residents who attend the sessions.

Persons who are interested in this program may obtain further information from the participating institutions, which are listed here with their session dates: Asheville Technical Institute, Asheville, N.C., June 22–August 14; Burlington Technical Institute, Burlington, N.C., June 22–August 14; Colorado State University, Fort Collins, June 15–August 7; Miami-Dade Junior College, Miami, Fla., June 15–August 7; Milwaukee Institute of Technology, Milwaukee, Wis., June 15–August 7; and Orange Coast College, Costa Mesa, Calif., June 22–August 14.

Cuban Student Loan Program

THE UNITED STATES loan program for Cuban students has enabled approximately 2,400 Cuban nationals in the United States to register for the second enrollment period of the 1963–64 academic year at 219 colleges and universities.

Federal funds amounting to $944,438 were allotted to the program for distribution to institutions of higher education located in 39 States, the District of Columbia, and Puerto Rico.

The United States loan program for Cuban Students makes available long-term, low-interest bearing loans to Cuban nationals who are unable to receive support from sources within Cuba as a result of actions by the Cuban Government and who are without sufficient resources within the United States to finance their attendance at institutions of higher education.

Through the loan program, Cuban students may borrow up to $500 a semester or $1,000 a school year on their promissory notes to repay principal plus accrued interest at 3 percent over a 10-year period beginning 1 year after the termination of their full-time training. Loans are arranged through the participating institutions and are repayable to the U.S. Office of Education.

Since its inception in February of 1961 through the first enrollment period of the 1963–64 academic year, the program has received allotments totaling $3,201,272 and has assisted over 2,600 students.

International Education

Alliance for Progress

THE FIRST GROUP of Central American students who will be trained in the United States to assist in integrating and developing their region's economy under the Alliance for Progress has arrived in Washington, D.C.

After a brief orientation the 23 students will go to colleges throughout the United States where they will study on 1-year scholarships from the Agency for International Development.

The program was proposed by President John F. Kennedy and adopted by presidents of Guatemala, Nicaragua, Honduras, Costa Rica, El Salvador, and Panama in the Declaration of Central America in San Jose, Costa Rica, March 19, 1963.

The United States missions in each of the six countries immediately started the search for candidates. The first students were selected out of 1,000 applicants. Ultimately at least 200 qualified students should study on the graduate level each year

in colleges and universities in the United States, in fields of administration, economics, science, engineering, education, and medicine.

The students selected their own graduate schools. Efforts have been made to place them according to their first choice.

As colleges and universities approve their applications additional students will arrive throughout the year for study under this program.

Agency for International Development

Polytechnic Institute in Nyasaland

THE Agency for International Development has signed a 2-year contract with the University of Southern California's (USC) School of Education to assist in the development of a polytechnic institute at the secondary level in Balantyre, Nyasaland.

The program developed for the polytechnic school will serve as a prototype for similar schools in other parts of Africa, Asia, the Middle East, and South America.

Construction has already begun on the first of the institute buildings. Plans are designed so that the school will accommodate 1,000 students within 7 years. USC must "start from scratch" in the development of a curriculum, course material, a library, teaching aids, and in the recruitment and training of faculty.

The institute's curriculums will include training in business, commerce, trade, and industry. The institute will have the responsibility of developing courses at the technical level for the general advancement of adult education in Nyasaland.

The USC-AID agreement is an open-end contract. Consequently the university may train institute faculty both in Nyasaland and on USC's campus.

Teachers for East Africa: 1964

For the fourth consecutive year, Teachers College, Columbia University, has been commissioned by the Agency for International Development to recruit, select, and train American college graduates for teaching service in the secondary schools of East Africa. Teachers are needed in Kenya, Tanganyika, Uganda, and Zanzibar.

The East African governments have requested more than 100 teachers in the fields of biology, chemistry, English, geography, history, mathematics, and physics for employment beginning in the fall of 1964. Between 1961 and 1963 Teachers College has trained nearly 400 teachers under this program.

Persons interested are urged to apply immediately, for the university must complete recruitment and selection within the next 4 or 5 months.

Applicants must be United States citizens. Arts and science graduates and graduating seniors who have had no teaching experience but who are professionally trained, certified graduates with no teaching experience, and experienced teachers are all eligible to apply for the program.

Candidates who are accepted will receive training fellowships at Teachers College or Makerere University, Kampala, Uganda, or at both institutions. Upon completion of training the teachers will receive 2-year appointments as salaried education officers in East Africa.

Although preference in selection will be given to applicants who are single, married persons may apply. If chosen, they will receive travel allowances for dependents, but it is not possible for both husband and wife to be employed with the project.

A pamphlet with details of the program can be obtained by writing to: Teachers for East Africa, Teachers College, Columbia University, New York, N.Y., 10027.

Other Program Notes

National Science Foundation

Institutional grants for science, 1964

THE National Science Foundation has announced the continuation of its program of institutional grants for science to institutions of higher education in 1964. Institutional grants are awarded once a year and are intended to assist colleges and universities in developing and maintaining strong, well-balanced programs of research and education in the sciences. Institutions may use their own judgment as to the most effective employment of institutional grant funds, with the limitations that the funds must be used for science and may not be used for indirect costs.

To be eligible for an institutional grant in 1964, an institution of higher education in the United States, its Territories, and possessions must have

received from the Foundation, during the period April 1, 1963 to March 31, 1964, a grant awarded for basic research or for either of two science education programs—undergraduate science education or research participation for college teachers. (Grants for research participation for college teachers establish eligibility only for institutions conducting the summer programs.) Grants made under such Foundation programs as institutes, fellowships, undergraduate instructional scientific equipment, and graduate-level research facilities do not qualify an institution to receive an institutional grant.

Only one application is accepted from an institution. Medical and other health-professional schools that are parts of universities or of university systems are not separately eligible for institutional grants in 1964; nor will 2-year extension centers and divisions of universities be considered eligible.

Applications, reports, questions about eligibility, and requests for additional information should be addressed to: Institutional Grants Program, Office of Institutional Programs, National Science Foundation, Washington, D.C., 20550.

College and university programs

Hundreds of high school and college teachers and students will attend 1964 summer institutes or 1964–65 academic year programs in mathematics, science, or engineering. Both institutes and programs will be supported by grants from the National Science Foundation to colleges and universities in all regions of the country. Persons interested in participating in them should apply to the director of the institute or program at the colleges and universities listed below. Amounts of grants are given if known:

Augustana College, Sioux Falls, S. Dak.—$9,035 to provide the tuition and laboratory fees of 24 high school students of unusual ability, who will participate in a science training program in chemistry, June 8 to July 17, 1964.

The Augustana chemistry department has designed the science courses covering several topics not normally covered in the first 2 years of college chemistry.

Richard J. Landborg, professor of chemistry at the college, is in charge of the program.

Another grant from NSF will, for the second year, support a summer institute for 40 junior and senior high school teachers of mathematics.

The objectives of the institute are to acquaint teachers with recent developments in the field of mathematics and to improve their teaching backgrounds in this subject. Courses will be offered in elementary mathematics of sets with applications, introduction to modern algebra, and elementary mathematical analysis.

Richard Forman of the college's mathematics department will direct the program. The institute will be conducted from June 8 to August 1.

Bridgeport, University of, Bridgeport, Conn.,—a $26,140 grant to sponsor the sixth annual precollege science center, to be held from July 11 to August 29, in which 60 gifted high school boys and girls will specialize in space science, physics, or biology.

Students who are of high ability and who come from schools which do not offer as comprehensive a program of instruction in the sciences as many large academic high schools do will be selected.

Students may obtain application forms from their own high schools or from William Garner, chairman of the physics department of the university.

University of California, at Los Angeles—50 grants for the university's 1964 summer institute in numerical analysis for teachers of mathematics, physical sciences, and engineering in junior and senior colleges.

The teachers will study numerical analysis as it pertains to modern computing methods and automatic digital computers.

Participants will be selected according to their capacity to develop as teachers and profit from the program. They should have completed mathematics through differential equations and have some knowledge of the theory of matrices.

UCLA's department of engineering and the *University of California Extension* have also received NSF support for a cooperative summer institute in principles and engineering applications of probability and statistics. This program will be conducted from July 6 to August 14, for college teachers of engineering. Further inquiry may be made to Edward P. Coleman of UCLA's department of engineering.

University of Illinois, Urbana—a grant totaling $439,900 for a 1964–65 academic year institute and an institute during the summer of 1964 for college and secondary school teachers of mathematics.

NSF has contributed a total of $2,500,000 over

(*Continued on page 22*)

A Selected Bibliography of Office of Education Publications on Higher Education, 1963

THE PUBLICATIONS listed below will be on display at the AHE Book Exhibit, sponsored by the Association for Higher Education at its 19th national conference, to be held in Chicago, April 19–22, 1964. The categories under which the publications are listed are those selected by the AHE Book Exhibit Committee. Publications of fewer than 24 pages have not been included.

Copies of the publications may be obtained as follows:

(1) *Cost Publications:* Send request, enclosing remittance (check or money order), to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

(2) *Free Publications:* Request direct from the Publications Distribution Unit, U.S. Office of Education, Washington, D.C., 20202.

Historical, Philosophical, Sociological, and General Development

The Current Situation in Latin American Education.
By Charles C. Hauch. 1963. 30 p. 15 cents. (OE–14080)

The Development of Education in Venezuela.
By George I. Sánchez. 1963. 114 p. 55 cents. (OE–14086)

Education for a Changing World of Work: Appendix I, Technical Training in the United States.
By Lynn A. Emerson. 1963. 170 p. $1.25. (OE–80022)

Education for a Changing World of Work: Appendix III, The Economic and Social Background of Vocational Education in the United States.
By Harold F. Clark and others. 1963. 91 p. 50 cents. (OE–80026)

Education in Czechoslovakia.
By Nellie Apanasewicz and Seymour M. Rosen. 1963. 40 p. 20 cents. (OE–14090)

Education in France.
By George A. Male. 1963. 205 p. 75 cents. (OE–14091)

Education in Yugoslavia and the New Reform: The Legal Basis, Organization, Administration, and Program of the Secondary Schools.
By Vera Tomich. 1963. 146 p. 60 cents. (OE–14089)

Educational Research in Norway in the 20th Century.
By Johs. Sandven. 1963. 31 p. 20 cents. (OE–14093)

Fine Arts Education in the Soviet Union.
By Mayo Bryce. 1963. 74 p. 50 cents. (OE–14085)

Handbook, Office of Education, Including Career Opportunities.
1963. 37 p. 25 cents (OE–11002–A)

Higher Education in Poland, Part 1: Organization and Administration.
By Seymour M. Rosen and Nellie Apanasewicz. 1963. 37 p. 20 cents. (OE–14082)

Higher Education in the U.S.S.R.: Curriculums, Schools, and Statistics.
By Seymour M. Rosen. 1963. 195 p. $1.00. (OE–14088)

International Teacher Development Program, 1961–62: Annual Report to the Bureau of Educational and Cultural Affairs.
U.S. Department of State. 1963. 57 p. Free. (OE–14003–64)

Progress of Public Education in the United States of America, 1962–63.
1963. 37 p. 25 cents. (OE–10005–63–A)

Reporter: Clearinghouse of Studies on Higher Education.
By Winslow R. Hatch and Alice L. Richards. 1963. 53 p. 40 cents. (OE–50004–6)

Summer Sessions in Colleges and Universities of the United States, 1960.

By Donald F. Warner, Bernice R. Retzlaff, and Harold A. Haswell. 1963. 101 p. 65 cents. (OE–56012)

Survey of Educational Media Research in the Far East.

By Benjamin C. Duke, *ed.* New Media for Instruction No. 3. 1963. 181 p. 70 cents. (OE–34025)

Organization and Administration

Digest of Educational Statistics 1963 Edition.

By the Division of Educational Statistics and Bureau of Educational Research and Development. 1963. 145 p. 60 cents. (OE–10024–63)

State Directors of Junior Colleges and Coordinators of State Systems of 2-Year Colleges.

Conference Proceedings, November 28 and 29, 1962. 1963. 41 p. Free. (OE–57003–62)

Survey of State Legislation Relating to Higher Education, January 1, 1962 to December 31, 1962.

By S. V. Martorana and Ernest V. Hollis. 1963. 135 p. $1.00. (OE–50008–62)

The 2-Year Community College: An Annotated List of Unpublished Studies and Surveys, 1957–61.

By D. G. Morrison, Ken August Brunner, and S. V. Martorana. 1963. 41 p. 20 cents. (OE–57005)

Finance, Budget, and Business Administration

Report on the National Defense Education Act: Fiscal Years 1961 and 1962.

1963. 126 p. $1.00. (OE–10004–62)

Statistics of Land-Grant Colleges and Universities: Year Ended June 30, 1961.

By George Lind. 1963. 124 p. 75 cents. (OE–50002–61)

Faculty Personnel

Faculty and Other Professional Staff in Institutions of Higher Education: First Term 1959–60.

By Felix H. I. Lindsay. 1963. 80 p. 55 cents. (OE–53000–60)

Teacher Exchange Opportunities Under the International Exchange Program.

1963. 41 p. Free. (OE–14047–65)

Teaching As A Career.

By the Teacher Education Staff, Bureau of Educational Research and Development. Revised May 1963. 32 p. 20 cents. (OE–26014)

Directories

Education Directory 1962–63, Part 3: Higher Education.

By Theresa Birch Wilkins. 1963. 221 p. 75 cents. (OE–50000–63) Out of print. (1963–64 edition in press, OE–50000–64)

Education Directory, Part 3: Higher Education, 1962–63: Supplement.

By Margaret W. Hansley and Theresa Wilkins. November 1963. 26 p. Free. (OE–50000–63A)

Educacion Directory, 1962–63, Part 4: Education Associations.

By Bobbie Doud. 1963. 122 p. 50 cents. (OE–10001–63)

Education Directory 1962–63: Part 5. Federal Government.

By Martha Walpole. 1963. 61 p. 25 cents. (OE–10025–63)

Educational AM and FM Radio and Educational Television Stations by State and City.

By Gertrude G. Broderick. April 1963. 29 p. 25 cents. (OE–34016–63)

Key New Educational Media Personnel, 1962–63.

By Eloyse Grubbs. 1963. 107 p. 35 cents. (OE–34003–63)

Library Education Directory 1962–63.

By Sarah R. Reed and Nathan M. Cohen. 1963. 31 p. 30 cents. (OE–15046)

Publications of the Office of Education: 1963.

By Martha Walpole. 1963. Rev. ed. 76 p. 30 cents. (OE–11000C)

Admissions and Registration

Degrees in the Biological and Physical Sciences, Mathematics and Engineering: 1949–50 through 1959–60.

By Clarence B. Lindquist. 1963. 35 p. 35 cents. (OE–54029)

Earned Degrees Conferred 1960–61: Bachelor's and Higher Degrees.

By Wayne E. Tolliver. 1963. 250 p. $1.75. (OE–54013–61)

Earned Degrees Conferred 1961–62: Bachelor's and Higher Degrees.

By Wayne E. Tolliver. 1963. 235 p. $1.50. (OE–54013–62)

Engineering Enrollments and Degrees, 1961.

By Wayne E. Tolliver and Henry H. Armsby. 1963. 45 p. 35 cents. (OE–54006–61)

Enrollment for Advanced Degrees, Fall 1960.

By Wayne E. Tolliver. 1963. 485 p. $2.75. (OE–54019–60)

A Handbook for Guiding Students in Modern Foreign Languages.

By Ilo Remer. 1963. 105 p. 45 cents. (OE–27018)

Opening (Fall) Enrollment in Higher Education, 1963.

By Edith M. Huddleston. 1963. 68 p. 40 cents. (OE–54003–63)

Student Personnel

Higher Education Basic Student Charges 1962–63.

By Louis A. D'Amico and W. Robert Bokelman. 1963. 59 p. 40 cents. (OE–52005–63)

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Teaching Methods and Media

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Sources of Information on Educational Media.

By John A. Moldstad. 1963. 29 p. 20 cents. (OE–34024)

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Cooperative Research Projects: Fiscal 1962.

By the Cooperative Research Branch. 1963. 64 p. 45 cents. (OE–12004–62)

What Standards Do We Raise?

By Winslow R. Hatch. *New Dimensions in Higher Education*, No. 12. 1963. 28 p. 15 cents. (OE–53019)

Graduate Curriculums

National Defense Language Institute Program: A Manual for Participating Institutions.

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Electronic Data Processing—I: A Suggested 2-Year Post High School Curriculum for Computer Programers and Business Application Analysts.

Technical Education Program Series No. 4. 1963. 49 p. 40 cents. (OE–80024)

Home Economics in Institutions Granting Bachelor's or Higher Degrees, 1961–62: Enrollments, Degrees Granted, Offerings, Faculty.

By Virginia F. Thomas and Bernice Mallory. 1963. 81 p. 55 cents. (OE–83008–62)

Needed Research in the Teaching of English: Proceedings of a Project English Research Conference.

By Erwin R. Steinberg. 1963. 134 p. 55 cents. (OE–30010)

Preparation in School and College Personnel Work: Programs and Course Offerings, Summer 1963, Academic Year 1963–64.

By Leonard M. Miller and Roland G. Ross. 1963. 196 p. $1.25. (OE–23031)

Talent and Tomorrow's Teachers: The Honors Approach.

By Lanora G. Lewis, J Ned Bryan, and Robert Poppendieck. *New Dimensions in Higher Education*, Number 11. 1963. 83 p. 35 cents. (OE–50036)

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New Construction and Rehabilitation on College Campuses 1959–60 and 1960–61.

By W. Robert Bokelman and Leslie F. Robbins. 1963. 54 p. 40 cents. (OE–51002–61)

Libraries

Library Science Dissertations: 1925–60, An Annotated Bibliography of Doctoral Studies.

By Nathan M. Cohen, Barbara Denison, and Jessie C. Boehlert. 1963. 120 p. 75 cents. (OE–15044)

Library Statistics of Colleges and Universities, 1961–62: Institutional Data.

By Theodore Samore and Doris C. Holladay. 1963. 172 p. $1.00. (OE–15032–62) (1962–63 ed. now available, OE–15023–63)

Publications and Articles, Library Services Branch.

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The School Library as a Materials Center: Educational Needs of Librarians and Teachers in Its Administration and Use.

Mary Helen Mahar, *ed.*, 1963. 84 p. 50 cents. (OE–15402)

Legislation in the Arts—KEPPEL

(Continued from page 4)

> critical, practical, scientific, and relative aspects they make an essential contribution to the well-balanced growth of the child and the adult.
>
> All children, regardless of ability, should be exposed in school to the influence of the fine arts for vocational and avocational purposes.

AGAINST this background of needs and of certain educational practices which may tend to downgrade the arts, what is the role of the Federal Government? It is generally understood that the bulk of Federal assistance for the strengthening of the educational enterprise has been provided as a contribution to the national defense through such programs as those for retraining manpower, improving skills in teaching and learning modern languages, discovering and encouraging talent, and improving the teaching of science and mathematics.

Within the limit of resources available in its regular budget for salaries and expenses and its appropriations under the Cooperative Research Act, we in the Office of Education are giving increased attention to the arts. In 1962 we established the Cultural Affairs Branch to develop programs and activities that will extend and improve education in the arts at all levels. (The branch is a part of the new Division of Continuing Education and Cultural Affairs.) At present, staff positions include a director, who is also acting in the capacity of art education specialist, a music education specialist, and a museum education specialist. We hope that additional positions in the arts will be added in the future. The specialists in the Cultural Affairs Branch, together with the specialist in the humanities of the Higher Education Programs Branch of the Division of Higher Education, will provide increased services by the Office of Education to the arts and humanities.

An example of such services is the seminar on music education held at Yale University last June. The seminar, sponsored under the Cooperative Research Act, brought together musicians and teachers to consider ways of narrowing the gap between contemporary musical knowledge and educational practices and of improving music education in elementary and secondary schools. The Office of Education will publish the proceedings of the seminar in the hope that the seminar will lead to future study groups, pilot courses, experimental programs, curriculum study centers, and institutes for teachers.

Any plan to improve the condition of the arts must recognize that ultimate responsibility for maintaining standards and providing services rests with the professions of the arts. The process of making the arts an effective force in American life and education is, however, a joint responsibility of the professions and an informed public. The legislation currently being considered is an important step in this direction.

On May 28, 1963, August Heckscher, Special Consultant on the Arts, wrote the following to the President in his report on "The Arts and The National Government":

> Experience during recent months suggests the need for setting up continuing administrative means for dealing with issues of the

> arts. The public has come to anticipate that the expressed concern of the Government will be formalized in some way. It is important that nothing pretentious or heavy-handed be created, and equally important that recent initiatives not be allowed to expire. The following suggestions build upon what has already been done, and look ahead to what seems a natural development in the light of increased and deep-lying national interest in the arts.

Mr. Heckscher suggested the following: (1) Continuation of the position of special consultant on the arts, with provision that the incumbent be full-time and hold the status of special adviser; (2) establishment of an advisory council on the arts in the Executive Office of the President with the special advisor as chairman; and (3) establishment of a national arts foundation to administer grants-in-aid, generally on a matching basis, to the States and to institutions of the arts, as a logical crowning step in a national cultural policy.

The President has taken two steps to implement these recommendations: (1) He established the President's Advisory Council on the Arts by Executive Order 11112 of June 12, 1963, and (2) he has continued the position of special consultant on the arts. Our Department has strongly supported these steps and would support statutory authority for the advisory council. Such a council would greatly strengthen the Federal role in the arts. However, we do not believe that statutory authority for the position of special consultant need be provided, since the general policy is to allow the President flexibility in designating and appointing his immediate assistants.

Although various Federal organizations—including the Smithsonian Institution, the Commission of Fine Arts, the National Cultural Center, and the President's Advisory Council on the Arts—have certain responsibilities for preserving and promoting the arts, they do not have authority to provide financial assistance such as that contained in title II of S. 1316, a bill to establish a National Arts Foundation and a Federal Advisory Council on the Arts. Mr. Heckscher's report is relevant here:

> An Arts Foundation, on the model of the existing foundations in science and health and as already proposed in legislation before the Congress, would appear to be the logical crowning step in a national cultural policy. Such a Foundation would be a means of administering grants-in-aid, generally on a matching basis, to States and institutions of the arts. It might thus administer matching grants to States setting up Arts Councils. It might make available grants for demonstration projects proposed by particular cultural institutions. Thus it could consider helping support experiments designed to increase attendance, to foster creativity and introduce contemporary works to new audiences, or to offer services on an experimental basis. The Foundation would not provide subsidies to carry the deficits of such institutions, but would aim at promoting cultural diversity, innovation and excellence.

We believe that the provisions of S. 1316 would supplement existing authorities by providing for vital, although modest, financial assistance to the arts and we would endorse the objectives and concept of the proposed foundation. However, we believe that action on the proposed foundation should be deferred until the Advisory Council has had an opportunity to study the proposal and make further recommendations with respect to it.

The Special Subcommittee on the Arts and the Department of Health, Education, and Welfare recognize that the arts are not secondary to the mainstream of American life—they are central to it. Encouragement of the arts is obligatory for the benefit of the artistic community as well as for the development of human resources which are vital to a free society.

The Higher Education Facilities Act

WITHIN the next 30 days Office of Education staff members will consult with representatives of State commissions in regional meetings on plans for administering title I of the Higher Education Facilities Act of 1963. The Office hopes to release application forms and instructions, program guidelines, and other informative materials on the act shortly after these meetings and to be ready to go quickly into operation when funds for fiscal year 1964 are appropriated.

To date, 34 States have submitted names of State commissions to Commissioner Keppel.

Other Program Notes

(*Continued from page 16*)

the last 8 years in support of these programs at Illinois.

Joseph Landin, professor of mathematics at the university, will administer the institutes.

Illinois Institute of Technology, Chicago—a grant of $109,500 for support of an academic year institute for secondary school teachers of mathematics for the academic year 1964–65.

IIT has been conducting the institutes for a number of years to aid secondary teachers of mathematics (grades 7–12) in increasing their knowledge of subject matter and their competence. Moreover the institutes provide an opportunity for qualified teachers to earn a master's degree in mathematics during 1 academic year, or in an academic year and a summer.

Participants enroll as full-time graduate students at IIT and receive a basic stipend of $3,000 plus allowances for dependents, books, and travel. To qualify, applicants must have at least 3 years of teaching experience plus a strong background in mathematics.

Haim Reingold is director of the program.

Another NSF grant in the amount of $16,335 will support an 8-week program, June 29 to August 21, 1964, of intensive mathematical study by 32 superior high school seniors selected from all over the United States. All students will take the same program of three courses: elementary numbers theory, elementary probability and statistics, digital computer design and programing and applications. They will not receive academic credit for participation, but high school principals will be asked to note completion of the program in the students' school records.

Willis B. Caton and Haim Reingold will direct the program.

Lehigh University, Bethlehem, Pa.,—a grant of $7,845 for a 6-week junior research seminar in mathematics, June 15 to July 24, for 25 superior high school juniors. The program is under the direction of Albert Wilansky, professor of mathematics at Lehigh.

Marquette University, Milwaukee, Wis.,—a grant of $39,800 for a 6-week summer institute for high school teachers of mathematics; a grant of $51,000 for an 8-week summer institute for high school teachers of chemistry and physics; and a grant of $8,690 for an 8-week research program for high school and junior college chemistry teachers.

Maximum weekly stipends of $75 are available to participants in the institutes, and five stipends of $600 each for the research program, in addition to allowances for travel and for dependents.

Miriam Connellan will direct the mathematics institute, and Raymond Bournique will direct the physical sciences institute.

Oak Ridge Institute of Nuclear Studies, Oak Ridge, Tenn.,—a 10-week summer institute for 30 high school teachers of chemistry and physics, from June 22 to August 28, 1964. Applicants must be teachers of at least two courses in the physical sciences at the secondary level.

This institute is the 18th session of the Oak Ridge Science Lecture Demonstration Program. It is sponsored by the National Science Foundation and the U.S. Atomic Energy Commission. The program will be administered by the institute's university relations division.

Oberlin College, Oberlin, Ohio—2 grants totaling $132,500 to support 2 summer institutes in mathematics which will run concurrently from June 15 to August 7: a grant of $87,400 to support an institute for 70 high school teachers; a grant of $45,100 to support 35 college teachers. The NSF grants will cover tuition and fees, living expenses and travel grants.

Participants in either institute may earn 6 semester hours of graduate academic credit by successfully completing two courses.

Wade Ellis will direct the college program and Robert R. Stoll, the high school program. Both directors are Oberlin professors of mathematics.

St. John's University, Jamaica, N.Y.,—an NSF-sponsored research participation program for high school science teachers, from July 6 to August 28, 1964.

Teachers will be given an opportunity to work on research projects in various advanced scientific fields such as genetic hematology and biochemistry. Seminars and practical instruction in research methods will be given by the university staff.

Teachers participating in this program should have a master's degree in the scientific subject

matter, or an academic background including sufficient advanced subject-matter courses to qualify them for admission to candidacy for such a degree.

Participants will receive $75 a week plus an allowance of $15 a week per dependent (to a maximum of 4 dependents). Participants who are unable to commute will receive travel allowances.

There are no tuition charges or university fees of any kind.

Paul T. Medici will direct the program.

Texas, University of, Austin—a $243,200 grant to conduct its eighth academic year institute for secondary school, college and preservice teachers of science and mathematics in 1964–65.

The program is designed especially for teachers of biology, chemistry, earth sciences, mathematics, and physics.

Between 40 and 50 participants with bachelor degrees will be accepted in 3 categories:

a. Teachers and supervisors of science and mathematics in grades 7 to 12 with at least 3 years of teaching experience.

b. College teachers of science and mathematics with at least 3 years of teaching experience.

c. Preservice teachers, recent college graduates who are certified to teach secondary school science or mathematics but who have had no teaching experience.

Each experienced teacher will receive a $3,000 stipend and each preservice teacher a $2,400 stipend. Both will be given additional allowances for dependents, tuition, books, and travel expenses. Supplementary funds will finance additional studies for 30 of the teachers during the 1965 summer session.

Teachers may work toward advanced degrees, although they are not required to. Special courses on modern scientific developments will be offered as well as the university's regular graduate courses in science and mathematics.

An informal seminar for participants will feature speakers from research and industry, visits to area laboratories, discussion of demonstrations and class procedure and study of new high school curriculums.

The institute is a cooperative program of the university graduate school, college of arts and sciences, and college of education.

Robbin C. Anderson, a chemistry professor at the university, will direct the 1964–65 institute.

Peace Corps

College teachers wanted overseas

The Peace Corps estimates that during 1964 it will need more than 5,000 teachers to fill instruction posts at elementary, secondary, and college levels in 48 countries. The major requests are coming from Bolivia, Brazil, Chile, Ethiopia, Nigeria, Philippines, and Thailand. More than 500 persons already have been recruited to teach in colleges and universities.

The most requests are being received for teachers of English language and literature followed by requests for teacher education, mathematics and science, social science, French, and commercial subjects, in that order.

College teachers who desire to take a leave of absence from their present posts and those planning to retire at the end of the current school year are invited to submit an application at an early date. Full details and application forms may be obtained by writing to the Division of Recruiting, Peace Corps, Washington, D.C., 20525.

Public Health Service

PHS grant report available

The Public Health Service has issued a new booklet listing $76,315,709 in formula grants for the fiscal year 1963 to the States for Health services, and grants for special projects and demonstrations in the prevention and control of illnesses. Various divisions of PHS's Bureau of State Services administer the grants.

Since 1936 the Public Health Service has been making formula grants to States for health services—they are designated as "formula" because they are allotted by a formula in which population, financial need, and extent of problem are considered. In 1963 the Public Health Service made formula grants to help support the general health programs of the States, and also for seven specific programs—tuberculosis, radiological health, cancer control, heart disease control, chronic diseases, mental health, and water pollution control.

The 1963 grants were made to 50 States, the District of Columbia, Puerto Rico, the Virgin Islands and Guam.

The booklet is Part IV of a 5-part series. Parts I to III were reported in previous issues of this volume of *Higher Education.*

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Copies of the new booklet, *Public Health Service Grants and Awards, Fiscal Year 1963 Funds, Part IV, Health Services Formula and Project Grants*, PHS Publication No. 1079, may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, at a cost of 30 cents. Single copies can be obtained free from the U.S. Public Health Service, Washington, D.C., 20203.

General research support awards

SCHOOLS of medicine, dentistry, osteopathy, public health, pharmacy, nursing, veterinary medicine, and hospitals and other nonprofit research organizations throughout the United States are now receiving their 1964 general research support awards from the National Institutes of Health.

The awards, which totaled $24,755,353, went to 249 institutions in 41 States, the District of Columbia, and Puerto Rico "for the flexible and discriminating general support of research and research training in the disciplines of science relating to health."

The amount each institution receives for general research support is determined by a formula and by the institution's past experiences and commitment to health-related research. All grants are made upon recommendations of the National Advisory Health Council to the Surgeon General of the Public Health Service.

The purpose of the awards is to cultivate scientific excellence and to improve the overall quality and strength of institutions in conducting health-related research and training programs. Institutions are encouraged to capitalize on opportunities, to explore new and unorthodox ideas, and to employ these funds for purposes which in their judgment will contribute most effectively to the improvement of their capabilities.

Six-month total, PHS grants and fellowships

DURING the first 6 months of fiscal year 1964 the Public Health Service awarded 8,813 research grants and 2,700 fellowships totaling $275,198,059.

During November 1,472 research grants and 148 fellowships totaling $53,657,569 were awarded. Of the November total, $7,029,173 supported 261 new research grants and fellowships. The remaining $46,628,396 was for the continuation of 1,240 previously approved research grants totaling $45,774,533 and 119 fellowships totaling $853,863.

The new research grants were made to 154 institutions in 39 States, the District of Columbia, Puerto Rico, and 8 foreign countries. The new fellowships were awarded to 29 U.S. scientists for study at 22 institutions in 17 States and 3 foreign countries.

Awards made during December: 1,322 research grants and 236 fellowships totaling $35,534,504. Of the December total, $4,036,412 supported 166 new research grants, fellowships, and research career awards. The remaining $31,498,092 was for the continuation of 1,193 previously approved research grants totaling $29,310,455 and 199 fellowships totaling $2,187,637.

The new research grants were made to 84 institutions in 31 States, the District of Columbia, and 8 foreign countries. The new fellowships were awarded to 34 U.S. scientists and 3 foreign scientists for study at 31 institutions in 14 States and 5 foreign countries. Through the International Fellowship Program, the foreign fellowships provided postdoctoral research training for investigators from Chile, Ireland, and Poland.

The November and December awards were made by the National Institutes of Health and the Bureau of State Services of the Public Health Service, on recommendations of national advisory councils and other consultive groups, with the NIH Division of Research Grants acting as coordinator.

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